

**THE IMPLEMENTATION OF *KURIKULUM MERDEKA* IN  
ENGLISH LANGUAGE LEARNING AT A VOCATIONAL  
SCHOOL: TEACHERS' PERSPECTIVE**

**THESIS**

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# THESIS

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Learning at a Vocational School: Teachers' Perspective**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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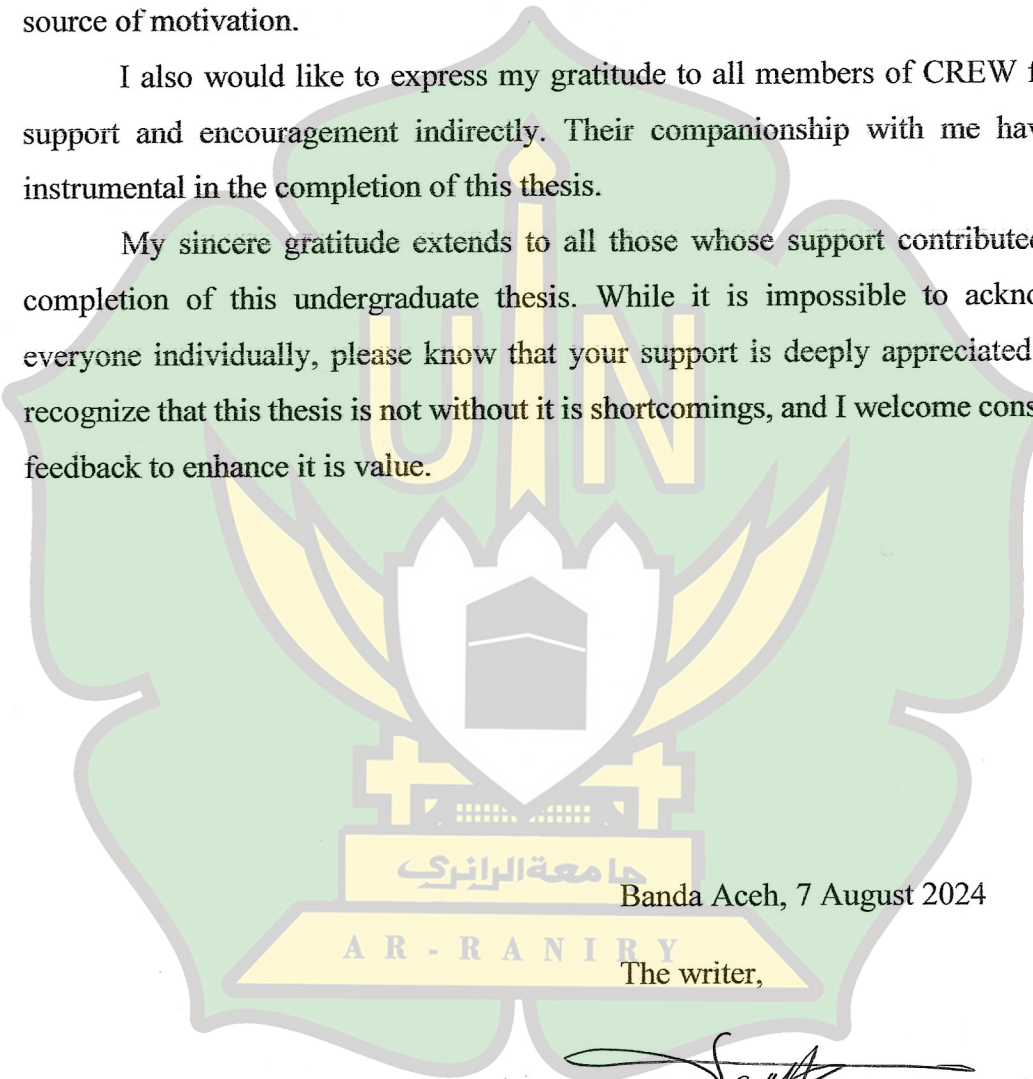
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## ABSTRACT

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Thesis working title : The Implementation of *Kurikulum Merdeka* in English Language Learning at a Vocational School: Teachers' Perspective  
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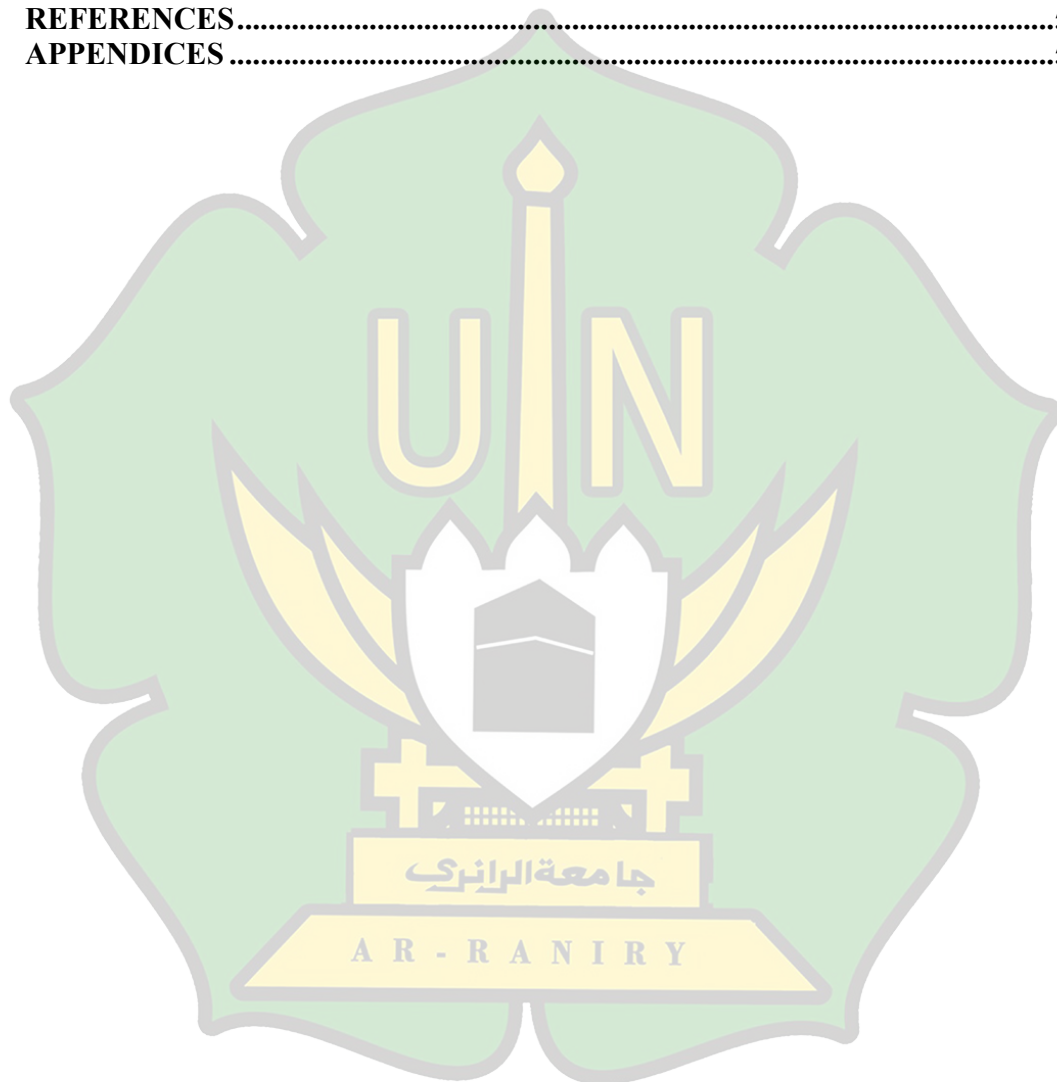
This research investigates the implementation of the *Kurikulum Merdeka* in English language learning at SMK Negeri 2 Banda Aceh, with an emphasis on English teachers perspective of it is effectiveness in improving students' language proficiency, and also the problems faced during implementation. The research included six English teachers and used qualitative methods of research, including semi structured interview. The researcher select the sample for this research using the purposive sampling approach. The findings found that four themes impact students' language proficiency to improve: student centered learning encourages students' active participation, teachers more freedom in deciding materials that suit the interest of their students, the *Kurikulum Merdeka* liberates teachers' expression of creativity in the classroom, and learning resources that can be obtained from anywhere. Additionally, teachers faced four major problems, including: teachers lack sufficient time to create teaching materials, teachers lack information related to the *Kurikulum Merdeka* from the school, teachers must be able to master Information Technology (IT) as a supporting tool, and parents who have not received information related to the *Kurikulum Merdeka*. This study emphasizes need of providing teachers with bigger support and profesional development in order to enhance the *Kurikulum Merdeka's* effectiveness in increasing English language proficiency among vocational students.

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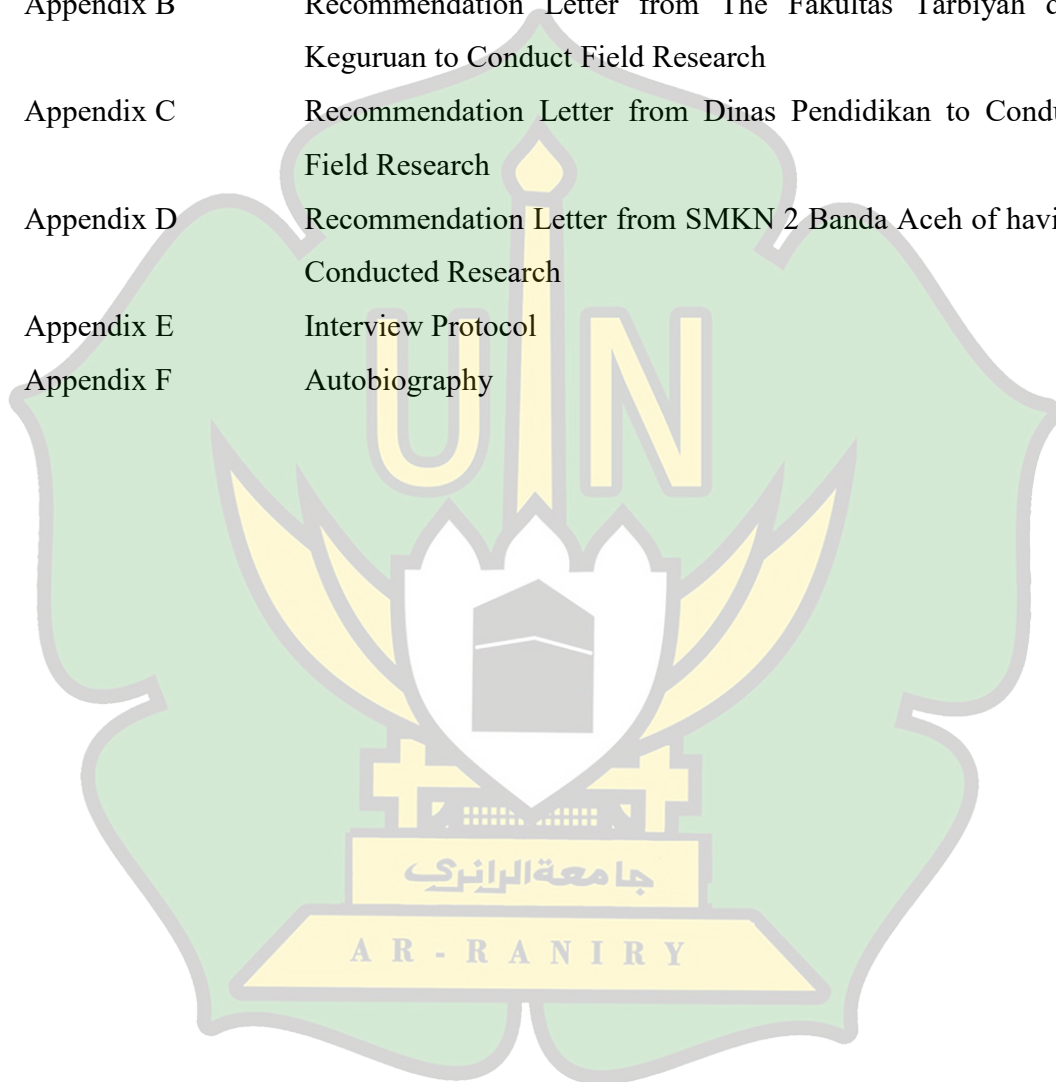


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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

During the teaching and learning process, teachers apply a curriculum for providing education to students. This contains goals for learning, material, and activities accomplish those goals. According to Fauzan (2017), curriculum has been narrowly defines as the amount of topics that students must study or master in schools or universities. In a boarder sense, the curriculum is described as anything that encompasses more than just academics. According to Supardi (2013), besides of being a concept and a framework adopted by teachers in the classroom, the curriculum can be defined as a series of activities carried out to achieve targets, beginning with the determination or selection of approaches, learning strategies, methods, processes, and learning evaluation (Fauzan, 2017).

The curriculum as an opportunity for education considers the curriculum not merely as a lesson plan, but additionally as a genuine and authentic experience of learning that takes place within the schooling process. Students do activities for learning in order to comprehend competence demands (Afgani, 2019). According to Hasan (2019), Indonesia's changing curriculum is affected by the nation's state factors, which include movements for politic, altering national priorities, and

government changes. These modifications are impacted not only by the time, but also by changes in learning techniques and other variables (Hadiasnyah, Pradhana, & Mustiningsih, 2020). From the 1947 curriculum to the current curriculum, also known as “*Kurikulum Merdeka*”.

The presence of the Republic of Indonesia’s Minister of Education and Culture, Nadiem Makarim, prompted an idea for curriculum revision, particularly the *Kurikulum Merdeka Belajar*. The *Kurikulum Merdeka Belajar* is one of the curricular principles that requires students to be self-sustainable. Every learner is given the flexibility to acquire knowledge earned using formal and non-formal education, resulting in independence. This curriculum does not restrict the notion of learning that occurs at school or outside of school and also requires teachers and students to be creative (Manalu, Sitohang, & Henrika, 2022). According to Risdianto (2019), the establishment of this *Kurikulum Merdeka* also seeks to respond to the obstacles that education faces in the era of the 4.0 industrial revolution, which in its realization must support students’ skills in analytical thinking and solving problems, creativity and innovation, and communication and collaboration (Manalu, Sitohang, & Henrika, 2022).

The *Kurikulum Merdeka* is often referred to as the prototype curriculum. This curriculum that is adaptable. Furthermore, this program emphasize important material, building character, and learner capabilities. The use of more participatory and collaborative learning approaches is one of the characteristic features of the *Kurikulum*

*Merdeka*. In addition, the *Kurikulum Merdeka* is seen to be more adaptable than the earlier curriculum. This implies that teachers, students, and schools are increasingly self-sustainable in carrying out educational learning activities (Lestari, Asbari, & Yani, 2023).

The establishment of thinking freedom is the concept of *Kurikulum Merdeka*. The teachers influences the student's freedom of thinking. This suggests that teachers are the primary foundations in promoting educational achievement. Technological advancements have an impact on educational quality in today's digital age. Where every action performed by teachers and students is closely linked to digital base gadgets. Literacy abilities, knowledge capabilities, talents and attitudes, as well as technological competence, are all integrated into the concept of *Kurikulum Merdeka* (Manalu, Sitohang, & Henrika, 2022).

According to Santoso et al. (2023), Teachers must adopt the "*Profil Pelajar Pancasila*" in the *Kurikulum Merdeka*, as defined by the Minister of Education and Culture's regulation no. 22 of 2022 concerning the Minister of Education and Culture's strategic plan for 2020-2024. The initiative to increase the *Profil Pelajar Pancasila* needs implemented in student literacy, interest in reading, and writing, particularly in the lower levels of education. So good human resources, particularly teachers, are required for the *Profil Pelajar Pancasila* project to run effectively and successfully. According to Rachmawati et al. (2022), the *Profil Pelajar Pancasila* is a component of strategy to enhance the quality of education in Indonesia by emphasizing character

development. According to Faiz and Kurniawaty (2022), in this age of technological development and globalization, the role of values and character education is critical in maintaining a balance between technology and human development.

According to Rahayuningsih (2021), strengthening the *Profil Pelajar Pancasila* focuses on developing individual students' character and talents in daily life through school culture, intracurricular and extracurricular learning, projects to improve the *Profil Pelajar Pancasila*, and work culture. According to Syafi'i (2022), the *Profil Pelajar Pancasila* initiative is now being strengthened in educational units under the *Program Sekolah Penggerak (PSP)* at the elementary, middle, and high school/vocational school levels. The *Program Sekolah Penggerak* looks to promote educational units to undergo transformation in order to improve the quality of learning in school, one of which is the implementation of a *Kurikulum Merdeka*.

According to Yaelasari and Astuti (2022), the implementation of the *Kurikulum Merdeka*, the significance of developing a comprehensive curriculum that involves partners in order to accomplish learning goals in vocational school education units. The vocational school education unit employ external parties in the curriculum formulation process so that the outcomes of it is graduates may be acknowledge in the global field of employment. There are several agreed upon program, which include: student exchange, internship, work experience, teaching assistance in educational units, research, humanitarian projects, entrepreneurial activities, independent

studies/project, and acceptable of students after graduating from vocational school in the industrial or business sector.

In the implementation of face to face learning, the execution of the *Kurikulum Merdeka* can be accomplished by using practical learning that improves thinking, such as the most recent innovative ideas appear, so that the learning environment becomes conducive, unlike previous learning, which only was centered on lectures and discussions in class (Yaelasari & Astuti, 2022).

Several research for the *Kurikulum Merdeka* have already been done before. Researcher found several previous studies, the first was research by Cilvia Nur Wakhidah Ramadhoni (2023). In the research, Cilvia analyzed the Implementation of English Teaching-Learning in the Context of the Merdeka Curriculum at the Seventh Grade of Madrasah Tsanawiyah Negeri 3 Ponogoro. This in field research in seventh grade using a qualitative method. Data is gathered by observation, interviews, and documentation. English teachers from MTsN 3 Ponorogo came as participation. Data analysis utilizing WS Winkle's theory, which included data reduction, data presentation, and conclusions. The result from the research indicated that 1) the English lesson plan at MTsN 3 Ponegoro is based on the *Kurikulum Merdeka*, with an emphasis on learning outcomes, materials, teaching methods, the *Profil Pelajar Pancasila*, media, target students, learning models, assessment, meaningful understanding, trigger questions, learning activities, reflection, worksheets, enrichment and remediation, reading materials, and bibliography. This plan assesses

and arranges classes utilizing both textual and nontextual elements. 2) To strengthen Pancasila, English subject implementation at MTsN 3 Ponorogo employs varied and curricular programs. Lesson planning, lecture, presentation, and discussion methods are used by teachers to teach students about school activities and everyday home activities, while also improving listening, speaking, reading, and writing abilities. 3) Summative and formative assessments, such as mid semester and final examinations, daily teacher journal assessments, pretest, and posttest, are used to direct student conduct in learning and activities at MTsN 3 Ponorogo.

Second research on *Kurikulum Merdeka* was carried out by Arum Ambar Sari (2023). In the research, Arum analyzed the Implementation of Merdeka Curriculum in English Teaching Learning at the Seventh Grade of SMPIT Insan Mulia Surakarta in the Academic Year 2022/2023. This research using a qualitative method. Data is gathered by observation, interviews, and documentation. The researcher conducted observation in two seventh grade class and an interview with the English teacher. Data analysis technique from Miles and Huberman, which included data reduction, data display, and drawing conclusions and verification. The result from the research indicated that in English teaching and learning, the *Kurikulum Merdeka* has been implemented. The teacher creates *alur tujuan pembelajaran* and *modul ajar* based on *Kurikulum Merdeka* that is customized for the needs of the course of study. The teacher has also developed a learning cycle and assessed students using the *Kurikulum Merdeka*. In English teaching and learning, learning components such as objectives,



materials, techniques, media, and assessment have been satisfied. The teacher's dilemma is that teacher is given little time to construct varied learning based on the specific requirements of the students, and teacher is unable to keep up student excitement until the end of the class.

Third research on *Kurikulum Merdeka* was carried out by Holip Viya (2023). In the research, Holip analyzed the Teacher Barriers in Implementing Kurikulum Merdeka to Teach English of Tenth Grade at SMA Al-Azhar Syifa Budi Solo in the Academic Year of 2022/2023. This in field research in tenth grade using a qualitative method with case study. Data is gathered by observation, interviews, and document analysis. One of English teachers from SMA Al-Azhar Syifa Budi Solo came as participation. Data analysis strategies included data condensation, data presentation, and making conclusion. The result from the research indicated that 1) three meetings are being held to implement the *Kurikulum Merdeka* in the tenth grade English regular program. The learning process is divided into three stages: the starts, the core activity, and the final phase. Diagnostic assessments, lecturers, conversations, and project based learning are all examples of teaching activities. 2) Teachers of English faced a variety of obstacle, such as environmental context, skill, and knowledge limitations, that disrupt successful curriculum implementation.

Based on the findings of the previously mentioned research, researcher have been motivated to further investigate the implementation of *Kurikulum Merdeka*, particularly in the process of teaching and learning English at SMK Negeri 2 Banda

Aceh. The aim of this study is to describe and analyze the use of *Kurikulum Merdeka* by English teachers at SMK Negeri 2 Banda Aceh, as well as to investigate the influence of the use of *Kurikulum Merdeka* on the teaching and learning process. As a result, the purpose of this research is to gain a better knowledge of how the *Kurikulum Merdeka* may be implemented in vocational high school, as well as to assess its usefulness in enhancing students' English proficiency.

The majority of the research papers that have been accomplished cover the implementation of the *Kurikulum Merdeka* in general. However, there is no research that clearly analyzes the usefulness of the *Kurikulum Merdeka* in enhancing students' English language proficiency from the perspective of teachers at the vocational high school level. Furthermore, this research will be used to help develop the *Kurikulum Merdeka* that will better fulfill the needs of language learners.

## **B. Research Question**

Based on the background, the researcher constructs the following problems:

1. What are the English teachers' perceptions regarding the effectiveness of the *Kurikulum Merdeka* in improving students' language proficiency?
2. What problems do teachers face when implementing the *Kurikulum Merdeka* in English language classes at school?

### C. Aim of Study

This research is intended to:

1. To investigate English teachers perspectives of the *Kurikulum Merdeka* in impacting students English language proficiency development.
2. To identify the particular problems that English teachers face when implementing the *Kurikulum Merdeka* in their classrooms.

### D. Significance of Study

#### 1. To Education Government

By conducting this research, the education government can monitor the implementation and effectiveness of the *Kurikulum Merdeka* in vocational school. Then also the education government can ensure that the objectives of the implementing of this *Kurikulum Merdeka* have been achieved and can make adjustments if necessary.

#### 2. To Teachers

This research can help in the implementation of teacher creativity to organize the class into different levels of students. The *Kurikulum Merdeka* presents a variety of student learning styles so that it can provide a variety of strategies for equitable access to quality English language learning to all students.

It also looks at gaps in the curriculum which may be hindering students' progress. This information can be used to effectively implement the *Kurikulum Merdeka* and meet the needs of students at different levels of proficiency.

### **3. To Researchers**

This study provides a broader understanding of the competency based approach to language education and its effectiveness in improving language proficiency. It also informs future curriculum development efforts by looking at the effect of the *Kurikulum Merdeka* and presenting improvements based on experiences from its real world implementation.

### **E. Research Terminology**

To avoid misunderstandings, it is important to define the words used throughout this research. The following are the words:

#### **1. Kurikulum Merdeka**

According to Rifa'i, Asih, and Fatmawati (2022), *Kurikulum Merdeka* is curriculum that allows schools to explore their potential based on their facilities, inputs, and resources, as well as giving teachers the freedom to present essential and critical knowledge. Most significantly, it allows students to maximize their ability in order to get the best educational achievements.

Following the Covid 19 pandemic, the government is trying to reestablish the learning process by releasing a policy in the development of the *Kurikulum Merdeka*

through the Ministry of Education, Culture, Research, and Technology (*Kemendikbud Ristek*). This curriculum is provided to education units as an additional choice for carrying out learning recovery activities in 2022-2024 (Santoso et al., 2023).

According to Santoso et al. (2023), Teachers must implement the “*Profil Pelajar Pancasila*” as specified in the Minister of Education and Culture regulation (*Permendikbud*) no.22 of 2022 about the *Kemdikbud* Strategic plan for 2020-2024 while implementing the *Kurikulum Merdeka*. The endeavor to increase the *Profil Pelajar Pancasila* demands literacy interest in reading and writing students, particularly in lower grades. As a result, competent human resources, particularly teachers, are required to ensure that the *Profil Pelajar Pancasila* project runs efficiently and effectively. Because the *Kurikulum Merdeka* is a new curriculum, teachers will need to adjust while implementing the *Profil Pelajar Pancasila* strengthening project. Seminars organized by the Ministry of Education and Culture are needed for all principals and teachers.

## 2. Vocational School

According to Achdiani and Rusliyani (2017), vocational school is education at high school that focuses on developing a student’s ability to perform specific sorts of employment. Vocational school places emphasis on training students for employment and establishing professional attitudes. According to Rahmadhani and Suryati (2022), vocational high school by definition, organize educational programs that adapt to certain types of work. Vocational High School (SMK) is a formal educational

institution that provides secondary vocational education as a continuation of SMP, MTs, or other comparable forms. Vocational High School offers a variety of competence programs. The skills course provided at Vocational Schools is adapted to the demands of the current employment market. According to Putriatama et al. (2016), the Vocational Schools expertise program also adapts to community and company needs. The specific goal of vocational secondary education is to equip students with the skills to become responsible human beings capable of working independently, filling existing job vacancies as middle level workers through the abilities gained in the expertise program of their choice.

### **3. Teachers Perspective**

According to Cross (2014), a perspective is defined as a certain attitude toward or manner of viewing something, a point of view. It cannot be denied that every human individual, even teachers has their own viewpoint on a particular thing. Each teacher has an individual perception how to teach in order to achieve the curriculum's goal, cover the syllabus, assist students in understanding the materials, handle the classroom effectively, and foster positive relationships between teachers and students (Zaiturrahmi, 2021).

### **4. Language Learning**

Learning is important to individuals, as is the drive to grow and evolve. A change in behavior as a result of the acquisition of knowledge, skills, and attitudes is

one indicator of learning. However, intelligence and the ability to learn are not the only characteristics that influence learning success. Many other elements can have an impact on learning achievement, including educational background, motivation, and learning practices. The application of the appropriate learning technique is one of the variables that can help in the learning process, making it easier, more effective, and more organized (Marina, 2017)

Language learning is the process of developing proficiency in languages, both spoken and written. To gain a better understanding it, language learning provides with a variety of skills to learn so that people can communicate effectively with others in both spoken and written language, including getting and offering information by using language. According to Susini (2020), the ability of getting information is referred to as receptive ability, and the ability of offering information is referred to as productive ability. Each of these abilities has been further divided down into two categories. Listening skills and reading skills are the two categories of receptive abilities, and productive abilities are separated into two categories, speaking skills and writing skills. These four abilities define a person's ability to become proficient in several languages.

## CHAPTER II

### LITERATURE REVIEW

#### A. Generic Curriculum

##### 1. *Definition of Curriculum*

In education, the word “curriculum” refers to the general plan or concept for the course of study, as well as how the course material is translated into an outline for teaching and learning that allows the desired learning objectives to be reached (Richards, 2013). The curriculum is defined in Law No. 20 of 2003 concerning the *Sistem Pendidikan Nasional (SPN)* and used in Government Regulation No. 19 of 2005 as a set of strategies and arrangements concerning targets, material/content or topic of study, and methods that serve as regulations for creating learning activities in order to accomplish educational objectives (Afgani, 2019). Curriculum experts also define curriculum as a teaching approach that enables both teachers and learners to establish target for learning that will be reached as an outcome of the process of education and learning. Thus, the curriculum as an approach of educational and learning can be designed with specific aims and in accordance with the culture of a particular nation (Habiburrahim, 2021).

Curriculum, on another hand, can be defined as a selection of products created by policymakers. Instruction is sometimes regarded as a technical exercise, with administrative control over all areas of instruction. In this paradigm, the curriculum is



prepared to satisfy a specific need, and objectives are established to achieve the need. The curriculum is then applied in the classroom, and educational outcomes are measured (Yusny, 2014). The curriculum takes an important part and has significant influence in achieving national educational objectives. This curricular idea is adaptable to changing situations. Curriculum creation is led by student needs and is geared towards fulfilling the state's purpose of teaching the nation's life, as well as the success of the national development program. It is evident that Indonesia's curriculum has changed often throughout time (Syafly, 2019).

The curriculum in Indonesia has been through eleven significant changes in its history. Starting with a very fundamental one during the pre-independence period and continually improving it during the independence period, starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, *Kurikulum 2013*, and *Kurikulum Merdeka*. The numerous curriculum reform policies are based on the outcomes of analysis, assessment, projections, and other internal and external issues that are always changing (Aprillia, Nurhayati, & Pandiangan, 2023). According to Hasan (2019), the curriculum in Indonesia is quite dynamic, and changes in the curriculum are very unusual. These changes particularly in Indonesia, cannot be separated from the dynamics of the Indonesian state itself, such as movements in politics, shifting the nation's focus, the existence of separated or joined Indonesia, regime shifts, changes in learning procedures, the times, and other factors (Hadiasnyah, Pradhana, & Mustiningsih, 2020).

## 2. *History of the Curriculum in Indonesia*

In 1947, the first curriculum development following the declaration of independence in Indonesia was known as the *Rencana Pembelajaran*. The shift in educational direction was increasingly political, with Dutch education being more focused on national interest. Pancasila was the guiding principle for schooling (Soleman, 2020). In 1952, Indonesia established the 1952 curriculum, known as “*Rentjana Pembelajaran Terurai 1952*”, which was more specific for each topic and remained identical to the 1947 curriculum, but without the title “curriculum” and with a similar structure. In 1964, Indonesia’s curriculum was revised to emphasize active, creative, and productive learning. The 1964 educational plan highlighted the need of encouraging students to think creatively and solve issues. In 1968, the 1968 curriculum, which replaced the 1964 curriculum influenced by the “*Orde Lama*” government, aimed to improve patriotism, physical health, intelligence, and morals while also emphasizing religious beliefs (Setiyorini & Setiawan, 2023). According to Kurniasih (2014) in 1975, the 1975 curriculum as aimed at meaning driven, efficient, and successful, with influences from psychology of behavior. It emphasizes the role of behavior among students in reaching specified objectives, uses the *Prosedur Pengembangan Sistem Instruksional (PPSI)* method, and prioritizes stimulus response, all of these contribute to it is efficacy and efficiency. In 1984, the 1984 curriculum, an updated version of the 1975 curriculum, aims to restore national education by adopting the *Cara Belajar Siswa Aktif (CBSA)* and the spiral system.

*CBSA* promotes students participation in teaching and learning while sustaining the educational system. In 1994, the 1994 curriculum was created as a revision of the 1984 curriculum and was introduced in phases beginning in 1994/1995. It was implemented in grades 1 and 4 of elementary school, grade 1 of junior high, and grade 1 of high school. In 2004, the *Kurikulum Berbasis Kompetensi (KBK)* was established as a new curriculum, developed from the 1994 curriculum, with the goal of improving students' competences through a mix of knowledge, skills, values, and attitudes as expressed in their thinking and action habits. In 2006, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* in Indonesia was developed according to the requirements indicated in law No. 20 of 2003 and government regulation No. 19 of 2005. The curriculum allows local communities to choose curriculum material, learning methods, assessment system, teachers, and principals. Regional autonomy is also established in areas like as education and culture. According to Fadilah (2014), the *Kurikulum 2013* was designed to improve the previous curriculum, *KTSP*. *Kurikulum 2013* focuses on increasing and balancing students' soft and hard skills, which comprise behaviors, abilities, and intellectual competencies (Soleman, 2020). In *Kurikulum Merdeka*, as part of the learning recovery efforts, the *Kurikulum Merdeka* (formerly known as the prototype curriculum) was created to provide a more flexible curriculum structure while emphasizing key content and the development of learners' personalities and competences (Setiyorini & Setiawan, 2023).

## **B. Kurikulum Merdeka**

### ***1. Definition of Kurikulum Merdeka***

*Kurikulum Merdeka* is a curriculum that includes a variety of intracurricular learning activities. The material will be adjusted so that students have adequate time to explore topics and improve abilities. Teachers have the freedom to select from a variety of teaching resources, allowing learning to be personalized to the requirements and interests of students. Projects to improve the accomplishment of the *Profil Pelajar Pancasila* are produced in accordance with government established topics. The project is not intended to reach specific learning result objectives, hence it is unrelated to subject matter (Anggraini et al., 2022)

*Kurikulum Merdeka* is an innovative program of the Ministry of Education and Culture of the Republic of Indonesia (*Kemendikbud RI*), announced by the Minister of Education and Culture of the Advanced Indonesia Cabinet. According to Nadiem, teachers must first demonstrate the concept of free thinking before teaching it to students. According to Nadiem, without the process of translation between the core skills and the present curriculum, no learning would occur in the competency of teachers at any level (Hasim, 2020).

The *Kurikulum Merdeka's* origins may be traced back to the Covid-19 pandemic, which posed a number of challenges to learning. The *Kurikulum 2013* that was utilized during the process of learning is then condensed into an emergency curriculum that helps education units manage learning (Aisyah et al., 2022).

According to Nasution et al. (2023), *Permendikbudristek* No. 5 of 2022, title *Standar Kompetensi Lulusan (SKL)* in early childhood education, basic education, and secondary education, serve as the legal foundation for the *Kurikulum Merdeka's* implementation. *SKL* are minimal criteria for the unity of attitudes, skills, and knowledge that demonstrate students competencies based on their learning outcomes at the conclusion of their academic level.

The *Kurikulum Merdeka* is a method of review of the preceding curriculum. The *Kurikulum Merdeka* now includes *Capaian Pembelajaran (CP)*, *Tujuan Pembelajaran (TP)*, and *Alur Tujuan Pembelajaran (ATP)*, which were previously known as *Kompetensi Inti dan Kompetensi Dasar (KI-KD)* and syllabus. The word *KI-KD* in the *Kurikulum 2013* has been replaced by *CP* in the *Kurikulum Merdeka*, and the syllabus has been replaced by *ATP* in the *Kurikulum Merdeka* (Aulia, Sarinah, & Juanda, 2023).

## **2. Objective of the Kurikulum Merdeka**

The system of education in Indonesia has passed through eleven curriculum shifts, beginning in 1947 and until with the *Kurikulum Merdeka*. However, changes the curriculum is just the goal to upgrade over the prior curriculum. Today's curriculum revisions are referred to as *Kurikulum Merdeka* or the concept of *Merdeka Belajar*.

According to Saleh (2020), *Merdeka Belajar* is an initiative program of the Minister of Education and Culture, Nadiem Makarim, aims to foster a positive learning environment. *Merdeka Belajar* is intended to provide a comfortable environment for students, teachers, and parents together. *Merdeka Belajar* implies that the process of education must foster a pleasant environment. Happy for whom? Happy for students, teachers, parents, and everyone. According to Sherly et al. (2021), *Merdeka Belajar* is a policy adaptation that aims to reestablish the essence of assessment which has become progressively abandoned. *Merdeka Belajar* aims to restore the national education system to the substance of the *Undang Undang* by allowing schools to incorporate the essential competences of the curriculum into their assessments.

According to Ramadhan (2023), the objective of the *Kurikulum Merdeka* is to provide students with learning freedom by enhancing the efficiency of learning instruments in routine or regular activities and projects, so strengthening the *Profil Pelajar Pancasila*. Both will have an impact on the amount of human resources generated. The availability of practical activities after intracurricular activities serve the purpose of strengthening students' hard skills and capabilities. This is inspired by *Merdeka Belajar's* objective of freedom of thinking, freedom of employment, and tolerance for or reaction to change.

According to Masiri (2021), the goal of this *Merdeka Belajar* program is to give schools, teachers, and students the freedom to creativity and choose strategies in the process of educational activities, encouraging teachers and schools to avoid

monotony and to support all of the different characteristics of students (Idhartono, 2023). According to Yunita et al. (2023), the *Kurikulum Merdeka* is a curriculum aimed to generate graduates who are proficient in both soft and hard skills, resulting in graduates who are more equipped and more relevant to the present. As a result, the learning process is divided into intracurricular and co-curricular activities that guide students' soft and hard skills.

### **3. Advantages of the Kurikulum Merdeka**

Every curriculum update result in a new curriculum. The goal of creating a new curriculum is to solve the weaknesses of the previous curriculum so that it may be utilized as an advantages in future curriculum. The *Kurikulum Merdeka* is an intracurricular learning program. This curriculum is designed to improve achieving of the *Profil Pelajar Pancasila*.

The *Kurikulum Merdeka* is significantly simpler than prior curriculum, including 2004, 2006, 2013, and others. Even though simple, this program is actually comprehensive. In reality and implementation, the *Kurikulum Merdeka* allows students also get the flexibility to explore their passion and abilities, making the experience of learning feel significantly more meaningful, they are not made to rush or pressured to complete the material, and learning is more enjoyable. The autonomous curriculum focuses on key information and student development trough stages and processes. Learners are increasingly self-sufficient, for example, in high school, there is no longer a specialized program. Learners can choose their subjects of interest based

on their abilities and goals. Teachers additionally have an opportunity to choose their own teaching materials under the *Kurikulum Merdeka*, and throughout teaching and learning activities, teachers are able to customize their instruction to students levels of success and growth (Ramadhani et al., 2023).

A few advantages of *Merdeka Belajar*, Students are freedom to express themselves, which means that they are free to express themselves in terms of learning since they are not constrained by a single lesson. The goal is that students study based to their personal abilities. Students are not expected to be the same, the *Merdeka Belajar* program has brought innovations to the Indonesian education system because, in the past, students have been targeted merely by academic grades. The *Merdeka Belajar* program makes students seem unique because of their diverse skills. In the process of comprehending their abilities, teachers must always be present so that student do not become discouraged. One sheet *RPP*, because students study based on their own abilities, the teacher who direct them only requires to modify the direction, using one sheet of *RPP* leading and supporting students (Shyafitri, Anggraini, & Waroza, 2023).

The *Kurikulum Merdeka* has the following advantages. It makes the world of learning more adaptable, which means publishing the limitations of the world of learning so that it is easier to move around, it provides chances for students to explore lessons that can be taken when necessary, it provides a platform for students to explore



broader topics by plunging into society, and it prepares students to enter employment (Harahap et al., 2023).

According to Suanto et al. (2023), the advantages of the *Kurikulum Merdeka* are: simplified administration, more in depth investigation of the substance of the lesson, more independence, more relevant and participatory, and more space for students to grow and develop. According to Maulida (2022) the *Kurikulum Merdeka* allows teachers freedom to select, create, utilize, and develop lesson plan forms. Lesson plans are often referred to as *modul ajar*.

#### **4. Teachers' Role in Kurikulum Merdeka**

Learning is a collaboration between teachers and students to achieve a common objective. It entails modifying student behavior in order to become better individuals while still learning the material that is presented. Teachers and students must collaborate together to complete certain assignments. Teachers must not only teach the content, but also create an enjoyable learning atmosphere. Students must be engaged, innovative, and focused on the content offered by the teacher. According to Fadillah, Ridha, and Juhaidi (2022), throughout the educational process, teachers and students interact. Good contact is defined by interaction in both directions, which leads to mutual comprehension among teachers and students. In this situation, the comprehension in question is the success of the teacher's objective of developing student's grasp of new knowledge.

According to Aminullah (2016), Pancasila is the foundation of Indonesian education, and it serves as a framework for teachers learning activities. Pancasila's idea must be presented to students and used in daily activities. According to Setyaningsih and Wiryanto (2022), education is quite necessary and is required to all Indonesian citizens to have, and the message of Pancasila included within it is essential for us to implement in daily life, particularly in the school environment.

The *Kurikulum Merdeka* seeks to enhance the *Profil Pelajar Pancasila* by emphasizing their attitudes and characteristics. Teachers have an important role in forming students' attitudes and characteristics, which may be accomplished through coaching, tolerance development, discipline reinforcement, and producing nationalism. The curriculum may assist students in developing a strong national character by offering counsel, encouraging tolerance, and employing disciplined learning techniques. Furthermore, the curriculum should highlight the value of nationalism, since it has a good influence on national advancement in both the classroom and social contexts (Setyaningsih & Wiryanto, 2022).

The actual position of teachers in the *Kurikulum Merdeka* of the *merdeka* era of learning, particularly the position of a *Guru Penggerak*, namely the teacher in the *Kurikulum Merdeka Belajar*, must be able to become an inspiration with competent instructional skills, including the ability to manage the classroom properly, build strong connections with students, and be a creative, innovative figure that is competent

and enthusiastic about assisting with educational activities at school (Kusumadewi et al., 2023).

Teachers' role in this curriculum are to teach students at their current level of ability and growth. In addition, teachers must participate by working on the *Merdeka Belajar* platform, gaining knowledge and sharing with one other and improving themselves by studying independently on the *Merdeka Belajar* platform. In addition, teachers must implement the *Kurikulum Merdeka* using a variety of assistance programs, one of which is the *Guru Penggerak* program (Suhandi & Robi'ah, 2022). According to Faiz and Faridah (2022), the goal of this program is to enable teachers to become leaders in the classroom and throughout the educational process. In this situation, the teacher's responsibility is to use the *Guru Penggerak* program as a guideline for carrying out capability and competence.

Teachers have an important role in improving the quality of learning through the implementation of *Kurikulum Merdeka*. They must implement learning and assessment strategy that focuses on the students' comprehension of understanding, mindsets and abilities. Teachers must follow the principles of objectivity, comprehensiveness, and continuity while keeping to targets. They may actively participate in all aspects of education, both internal and external, in developing an educational atmosphere. Collaboration and motivation among teachers in the education field can lead to effective interaction (Suhandi & Robi'ah, 2022).

## **C. The Implementation of English Language Learning**

### ***1. Implementation of Curriculum***

The curriculum originates from the word Greece, which means runners and journey, and is typically translated into the realm of education as the requirement to complete 12 years of education, which in Indonesia is separated into elementary, junior high, and senior high school. We are expected to learn and teach since the curriculum was developed in Indonesia. And the curriculum itself is designed to keep the nation's future clever, creative, and innovative, which is why the implementation of curriculum is formed (Wahid, 2021).

The implementation of the curriculum is defined as a strategies or activities implemented and carried out by schools to achieve academic objectives that are supposed to produce smart student individuals, specifically in understanding, skills, or morality, through each lesson and learning opportunity available at school (Wahid, 2021).

### ***2. Implementation of Kurikulum Merdeka in Classroom***

The initiative for transforming the *Kurikulum 2013* revised to the *Kurikulum Merdeka* is based on the Minister of Education, Culture, Research, and Technology of Republic of Indonesia's regulation No. 56/M/2022, dated February 10, 2022, regarding guidelines for curriculum implementation in the context of educational recovery. The previously mentioned decision by the Ministry of Education, Culture, Research, and

Technology serves as the foundation, legal cover, and reference for the *Kurikulum Merdeka*'s implementation in Indonesian schools, madrasas, and universities (Cholilah et al., 2023).

According to the *Kurikulum Merdeka*, educational institutions have three decision choices about the implementation submitted in the *Kurikulum Merdeka Belajar* for the 2022/2023 academic year. First, the concepts of the *Kurikulum Merdeka* are mostly implemented without totally replacing the previous one. Second, the *Kurikulum Merdeka* is implemented using prepares instructional materials. Third, the use of a *Kurikulum Merdeka* for growing independently using a range of instructional materials (Priantini, Suarni, & Adnyana, 2022).

According to Pratiwi et al. (2023), students are required to create and manage a project while implementing the *Kurikulum Merdeka*. Students can grow their abilities and skills by completing projects. Strengthening the *Profil Pelajar Pancasila (P5)* is one of the curricular projects. The processes are carried out in two phases: conceptual and contextual. According Pratiwi et al. (2023), students characteristics can be represented through the implementation of the *Kurikulum Merdeka* that includes both cognitive and non-cognitive diagnostic assessments. Students' motivation to learn might be increased if the resources they get fit their requirements.

The implementation of this curriculum also quickly advocates for the protection of teacher hours of teaching and professional allowances. The *Merdeka Mengajar* platform also helps to assist teachers in implementing the *Kurikulum*

*Merdeka* by providing guaranteed hours and professional allowances. The *Merdeka Mengajar* platform assists and facilitates teachers in discovering motivation, sources, education, and knowledge as they work to carry out the *Kurikulum Merdeka* (Priantini, Suarni, & Adnyana, 2022). The curriculum is then implemented with teachers and principal training and the availability of learning material. This may provide with a variety of activities, including possible training for teachers and principals using micro learning on digital platforms (Priantini, Suarni, & Adnyana, 2022).

The support of parents is an important aspect of the *Kurikulum Merdeka's* effectiveness. This allows parents to directly become friends and learning partners for their children. Recognize the skills that children have to master during their developmental stage. Parents may also access the textbooks used in the *Kurikulum Merdeka* at [buku.kemdikbud.go.id](http://buku.kemdikbud.go.id). *Kemendikbudristek* continuous to aim to create and provide books that are more entertaining, less thick, and include more interesting artwork with more affecting and important subjects (Ningsih, 2023).

#### **D. Teachers' Problems in Teaching English**

The problems that teachers experience when teaching English using the *Kurikulum Merdeka* are key factors to consider. Although the implementation of this new curriculum provides several innovations and flexibility, it also provides a number of problems for to solve.

One of these relates to the unequal communication of information about the *Kurikulum Merdeka*, which means that many teachers have yet obtained it. According

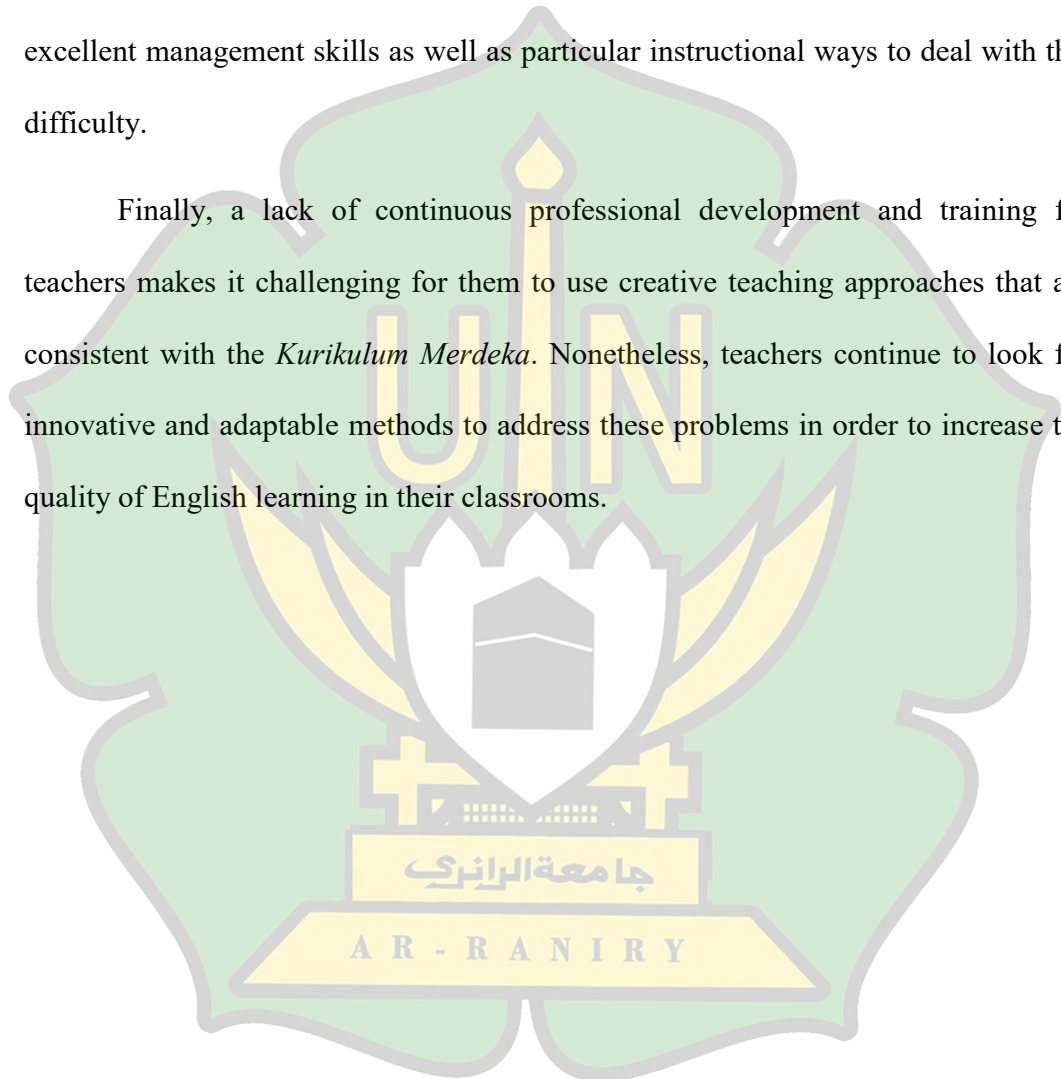
to Falah, Apsari, and Kusumah (2023), socialization is necessary for the transfer of knowledge about the *Kurikulum Merdeka* because not all teachers, particularly English teachers, have the chance to get involved. They have limited opportunity to get involved in socializing events hosted by the regional office. Indeed, some English teachers must conduct their own research on the *Kurikulum Merdeka* using internet platforms and websites.

Furthermore, using media in the classroom may assist teachers make learning more engaging. However, teachers frequently deal with a variety of problems that might hinder the success of employing these media. According to Fitra and Tiarina (2023), the problem faced by teachers in employing media include teachers and students who are unfamiliar with numerous media, thus they must be able to use variety of media to keep the class interesting. Although the *Kurikulum Merdeka* has significant potential for the use of media, not all teachers are capable of implementing it effectively. As a result, additional efforts are required to train and support teachers in the use of learning media, such as providing of necessary facilities and infrastructure, so that all teachers get the advantage of this new approach and students can learn in a more engaging and effective method.

Besides, the problem that teachers deal with relate to classroom management, which is a crucial component of the learning process, particularly when implementing the *Kurikulum Merdeka*. Teachers deal with several kinds of problems that might have an impact on the quality of their teaching and learning. According to Fitra and Tiarina

(2023), the problem for teachers in classroom management is inspiring students to follow classes until they are completed. Because most students are less enthusiastic about studying English, especially if it is not their first language. Teachers must have excellent management skills as well as particular instructional ways to deal with this difficulty.

Finally, a lack of continuous professional development and training for teachers makes it challenging for them to use creative teaching approaches that are consistent with the *Kurikulum Merdeka*. Nonetheless, teachers continue to look for innovative and adaptable methods to address these problems in order to increase the quality of English learning in their classrooms.





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The particular techniques involved in the research process are known as research design. These procedures include data collection, data analysis, and report writing (Creswell, 2012). Research design are forms of inquiry that are included within the qualitative, quantitative, and mixed methods approaches and give particular guidance for processes in a research project (Creswell, 2019).

In this study the researcher used the qualitative method, because in this study the researcher wanted to understand a problem in depth and produce a description that is rich in meaning. This research also aims to understand how the implementation of the *Kurikulum Merdeka* in the English learning process at SMK Negeri 2 Banda Aceh from teachers' perspective. To understand this problem deeply, the researcher need to interact directly with English teachers in implementing the curriculum. The qualitative approach will help the researcher in conducting this research.

#### B. Research Participants

All English teachers at SMKN 2 Banda Aceh are seven teachers. The data for this study were gathered from six teachers of English at SMKN 2 Banda Aceh who teach students in grades 1 through grade 3, the reason researcher only chose six

teachers is because these six teachers have been using the *Kurikulum Merdeka* for four years, while the other has been using it for less than four years, so the data may be less strong. The participants of this study are MSB, LA, SHH, SA, RD and DS. The primary objective of this study was to investigate teachers' perceptions on the effectiveness of implementing the *Kurikulum Merdeka* in terms of improving students' English language proficiency, as well as the problems teachers face when implementing the *Kurikulum Merdeka* in school English classes. Data were gathered from interviews with English teachers.

### **C. Data Collection**

#### ***Interview with English teachers***

An interview conducted semi structured interview between six persons in which the interviewer asks questions to the respondent to collect information. Researcher chose these six persons because they have been actively involved for four years in the implementation of *Kurikulum Merdeka* in their English language learning.

In this section, researcher uses a semi structured interview model. The reason for choosing a semi structured interview is in order to allow the researcher to follow a preplanned route of questions while still giving flexibility for the researcher to get more into the topic based on respondents' answers. If the respondent reveals interesting details, the researcher may adjust the next questions to go more deeply. According to Sugiyono (2016), this kind of interview comes within the scope of in depth interviews, and it is

implementation is more flexible than organized interviews. The goal of this kind of interview is to uncover problems more freely by asking the person being interviewed for their comments and suggestion. Researcher must pay close attention and document what informants say (Mariana, 2021).

The aim of this semi structured interview is to gather information regarding the methods that used at SMK Negeri 2 Banda Aceh in implementing the *Kurikulum Merdeka* for English language learning. This semi structured interview can answer question about English teachers' perceptions of the *Kurikulum Merdeka's* effectiveness in improving students' language proficiency, as well as the problems teachers face when implementing the *Kurikulum Merdeka* in school English classes.

In addition, the researcher created some questions that would be directed specifically at six of the English teachers there. The teachers were free to answer some of the questions the researcher asked, but still in the direction of the questions the researcher asked. Interviews lasted 15-30 minutes and were recorded for transcription. The information gathered will be examined qualitatively. The goal of this data collection is to create trustworthy information regarding the English teaching techniques at SMK Negeri 2 Banda Aceh. This information will be used to investigate the factors that determine the success of English education in vocational high schools.

## **D. Data Analysis**

### **1. Data Reduction**

According to Sugiyono (2015), data reduction means summarizing, choosing essential points, focusing on what is significant, searching for themes and patterns, and removing irrelevant one. As a result, the reduced data will present an accurate picture and make it easy for researchers to acquire additional data and search for it if necessary (Mariana, 2021). In this study, researcher translated the result of the previous data collection from Indonesia into English, then summarizes the research topic, and used codes to identify themes in the data, which is about the implementation of *Kurikulum Merdeka* in English language learning at a vocational school.

### **2. Data Display**

According to Sugiyono (2015), data display in qualitative research might take the form of brief description, infographics, and correlations between categories. By showing data, it will be simpler to comprehend what is going on and plan future work based on what has been learned. In this situation, researcher give data from interviews, and documentation that have already been converted to data with descriptive categories in chapter IV discussion (Mariana, 2021).

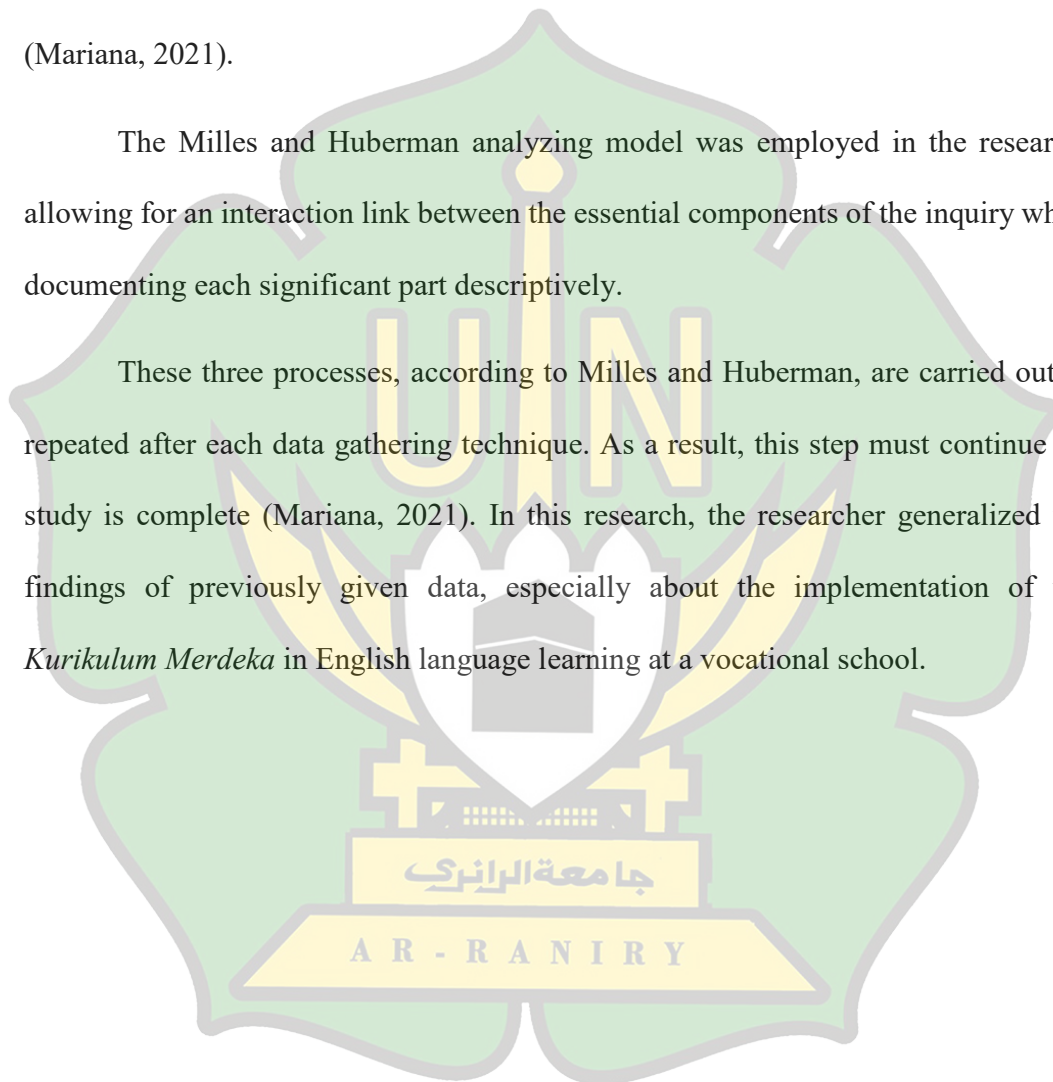
### **3. Drawing and Verifying Conclusions**

The drawing and verification stage is a more advanced step in which the researcher generates conclusion based on the data results, this is the researcher's

interpretation by rechecking the coding procedure and data presentation to make sure that none of the mistakes have occurred. After completing this step, the researcher will have study results based on data analysis from an in depth interview or a document (Mariana, 2021).

The Milles and Huberman analyzing model was employed in the research, allowing for an interaction link between the essential components of the inquiry while documenting each significant part descriptively.

These three processes, according to Milles and Huberman, are carried out or repeated after each data gathering technique. As a result, this step must continue till study is complete (Mariana, 2021). In this research, the researcher generalized the findings of previously given data, especially about the implementation of the *Kurikulum Merdeka* in English language learning at a vocational school.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This chapter presents English teachers' perspectives on the implementation of the *Kurikulum Merdeka* at SMKN 2 Banda Aceh. The study aimed to explore and describe teachers' views on the curriculum's effectiveness and the problems encountered. Data was collected through semi structured interviews conducted with six teachers over three days, from 07/22/24 to 07/24/24. Each interview, lasting approximately 15-30 minutes, delved into the teachers' knowledge and opinions about the curriculum. Participants were designated as Teacher 1 to Teacher 6. To address the research questions, the analysis focused on two primary topics: Teachers' perception of *Kurikulum Merdeka's* impact on English proficiency and problems in implementing *Kurikulum Merdeka* in English language classes. The interview data was classified into several topics, detailed below.

#### 1. The Effectiveness of the *Kurikulum Merdeka* in Improving English Language Skills

This section focuses on the English teachers' perceptions regarding the effectiveness of the *Kurikulum Merdeka* in improving students' language proficiency. The data collected through the interview result are divided into four theme, including: student centered learning encourages students' active participation, teachers more

freedom in deciding materials that suit the interest of their students, the *Kurikulum Merdeka* liberates teachers' expression of creativity in the classroom, and learning resources that can be obtained from anywhere.

By exploring these four theme, this research may give a comprehensive board view of how English language teachers evaluation the effective implementation of the *Kurikulum Merdeka* from several aspect. This can provide more informative and useful recommendation for the effective implementation of the *Kurikulum Merdeka*.

**a. Student centered learning encourages students' active participation**

The implementation of student centered learning as part of *Kurikulum Merdeka* enables students to play a more active role in their learning experience. The emphasis on student engagement creates a collaborative environment in which students are encouraged to express their opinion, ask question, and participate in problem solving activities. This method makes teaching the English language more interactive, allowing students to use their proficiency in the language in meaningful conditions. The outcomes of the research show how teachers at SMKN 2 Banda Aceh perceptions the impact of student centered learning on student involvement and language proficiency.

According to the interview result, the implementation of the *Kurikulum Merdeka* focuses more on the student center, as stated by teacher 2 below:

*“The difference is that the Kurikulum Merdeka is “more focused on students, the focus is on students,” students are more active. If for example k13 is the teacher who is more active.”*

As a result of the interview with teacher 2, when focusing on the student center learning, there is an increase in students’ active participation in the teaching and learning process and the development of students’ language proficiency become more increase.

**b. Teachers more freedom in deciding materials that suit the interest of their students**

Another aspect of the *Kurikulum Merdeka* is that teachers more freedom in deciding materials that suit the interest of their students. This strategy seeks to address the different interests and characteristics of students, particularly in vocational education context. According to the findings of this study, teachers value the extra flexibility since it allow them to decide the material to the interests of their students. Teachers indicated that by deciding materials to students’ real world objectives, they increased student engagement and motivation in language proficiency.

According to the interview result, teachers more freedom in deciding the material while implementing *Kurikulum Merdeka*, students feel that learning is more interesting and relevant to their needs, as stated by teacher 3 below:



*“The Kurikulum Merdeka, because we can use media, we don't have to stick to books, if the K13 book is this one, “but if the independent curriculum doesn't have to be from a book, just what the theme is, what the material is, it can be taken from the internet, it can be taken from books that are high school, vocational high school,” so it's easier now, because it's more flexible.”*

According to the interview result, students are more motivated because it suits their interests, as stated by Teacher 3 below:

*“There is, the change is very significant, because if we have used this Kurikulum Merdeka, because the curriculum is “according to their interests,” for example what they like, we will condition it to suit these students. So it's better now.”*

In conclusion, according to interview with teacher 3 show that implementing *Kurikulum Merdeka* allows teachers more freedom in deciding materials that suit the interest of their students. This flexibility enables teachers to better develop their classes, resulting in a more interesting learning experience. Teachers noticed this independence improved student enthusiasm while also creating a more engaging and contextually appropriate language learning environment.

**c. The *Kurikulum Merdeka* liberates teachers' expression of creativity in the classroom**

*Kurikulum Merdeka* liberates teachers' expression of creativity in the classroom, which mean teachers have more freedom to create learning activities that are more engaging, creative and adapted to the needs of their students, as they are no longer restricted by the rigid constraints of the prior *Kurikulum 2013*. This liberates teachers' expression to explore with a variety of methods of instructional, include technology, and create an environment that encourages active engagement.

Additional, the *Kurikulum Merdeka* also liberates teacher's expression, allowing teachers to adjust the methods they use to the student's character, so teachers can more easily adapt teaching methods to the characteristics of students, so that learning becomes more effective, as mentioned by Teacher 6 below:

*"The advantages are like what I said earlier, "we can be free to express ourselves as teachers," no longer bound, no longer many times with the learning tool instruments that we have to make, only a few, that's good in my opinion."*

In conclusion, *Kurikulum Merdeka* liberates teachers' expression of creativity in the classroom, teachers can create more creative and different learning materials by using a more flexible approach that is focused on the needs and interest of their students. This not only improves students' language proficiency, but also increases teachers' involvement in the teaching process.

#### d. Learning resources that can be obtained from anywhere

In the implementing of the *Kurikulum Merdeka*, learning sources that can be obtained from anywhere. This strategy aims to encourage a more active and autonomous learning process by encouraging students to explore and use accessible materials both online and offline. Teachers have a crucial role in assisting students to use these different learning materials, which range from digital platforms and instructional website to practical learning. The data in this theme show how teachers perceptions the effectiveness of such materials in increasing students' language proficiency.

According to the interview result, teacher mention that the curriculum emphasizes learning resources can be obtain from anywhere, as stated by Teacher 3 below:

*“If the advantages are the first, “the material we can take from anywhere,” from any media, and the learning methods are also directed.”*

As a result, implementing the *Kurikulum Merdeka* increases students' access to a boarder selection of learning resources, both digital and non digital. Teachers can choose learning material that match the character of students, so that they become more motivated and actively to improve language proficiency.

## 2. Common Problems Teachers Face in Implementing *Kurikulum Merdeka*

This section focuses on the problems teachers face when implementing the *Kurikulum Merdeka* in English language classes at school. The data collected through the interview result are divided into four theme, including: teachers lack sufficient time to create teaching materials, teachers lack information related to the *Kurikulum Merdeka* from the school, teachers must be able to master Information Technology (IT) as a supporting tool, and parents who have not received information related to the *Kurikulum Merdeka*.

### a. Teachers lack sufficient time to create teaching materials

One of the problems that English teachers face while implementing the *Kurikulum Merdeka* in SMKN 2 Banda Aceh is teachers lack sufficient time to create teaching materials. According to the interview, teachers expressed a shortage of time to produce creative and contextualized learning resources. This has an effect on teaching quality because teachers frequently have to rely on existing resources that may not be totally relevant to the needs of vocational students. The problem is made more difficult by the need to integrate *Merdeka Belajar* concept, which emphasize longer preparation times.

According to the interview, the problems is the lack of time available for teachers to create teaching materials, as stated by Teacher 1 below:

*“The obstacle is the “lack of available time” so teachers have to provide special time to compile this tool, until they have to teach again they also have to think about this, so the teacher’s workload is added again, very much increased.”*

Based on interview result, due to teachers lack of time for developing teaching materials, the quality and range of teaching materials offered to students is less than optimal, which may hinder the learning process and comprehension by students.

**b. Teachers lack information related to the *Kurikulum Merdeka* from the school**

English teachers mentioned a lack information related to the *Kurikulum Merdeka* from the school. Teachers were concerned about lack of open discussion and profesional training on how to effectively implement the *Kurikulum Merdeka* in their classes. This lack of information has created confusion in methods of teaching and limited to completely understand the *Kurikulum Merdeka*’s objectives and methodology. As a result, teachers have been pushed to manage the change with few tools, relying on own investigation or peer discussions to cover knowledge gaps.

According to the interview result, the condition of teachers who lack information related to the *Kurikulum Merdeka* from the school, as stated by Teacher 3 below:

*“If from the school environment, “the obstacle is the information,” but if the community does not seem to exist.”*

Based on interview result, condition of teachers who lack information related *Kurikulum Merdeka* from the school can result in misinterpretation and problems to implementing the curriculum, which then turn impact to teaching effectiveness and student learning result.

**c. Teachers must be able to master Information Technology (IT) as a supporting tool**

Technological advancements in education have made it crucial for teachers to understand Information Technology (IT) as a tool in the classroom. IT particular important for the framework of *Kurikulum Merdeka*, where flexibility and creativity are encouraged, because it allows teachers to obtain a wide range of resources, apply innovative strategies for instruction, and create interesting environments for learning. However, the ability to properly integrate IT into instructional strategies needs continual learning and adaption.

According to the interview, teachers must also be able to master IT as a supporting tool, as mentioned by Teacher 3:

*“but for me it’s more that we are not good at IT, “we have to be good at IT.”  
It’s also a challenge that duh this can’t be done, you have to learn.”*

According to the interview, some teachers’ incapacity to master IT as a supporting tool could affect the efficiency of the learning process and decrease the quality of interaction between teachers and students.

**d. Parents who have not received information related to the *Kurikulum Merdeka***

The implementation of the *Kurikulum Merdeka* has brought about developments in numerous aspects of the education system, a crucial factor in the *Kurikulum Merdeka*'s success is parental involvement and comprehension of its objectives and implementation. According to the data obtained, some parents did not receive appropriate information on the *Kurikulum Merdeka*. This lack of understanding presents a problem because parents take an important role in their children's educational path. Without a comprehensive grasp of the curricular framework, parents may struggle to match their expectations and give the required support for their children, reducing the overall effectiveness of the curriculum in enhancing student learning outcomes.

According to the interview, parents who have not received information related to this curriculum, as stated by Teacher 4 below:

*“at the beginning, there may be “a little bit from parents,” complaints from parents but I see it is not too significant, meaning that the complaints are only because they have not received information.”*

Parents who are not knowledgeable about the curriculum may struggle to effectively assist their children at home, which can lead to a lack of enthusiasm in the classroom.

### 3. Training Needs and Additional Resources

The successful implementation of the *Kurikulum Merdeka* has an impact from teacher training needs and additional resources. Comprehensive professional developments is required to provide teachers with the skills and knowledge necessary to properly deliver the *Kurikulum Merdeka*. This involves training in creative teaching approaches, technological integration, strategies for constructing a student centered learning environment and teacher mindset.

Based on the interview results, the reasons why teachers need training and additional resources, as stated by Teacher 4 below:

*“Definitely yes, if training is needed, it is certain, because the teacher's ability must be upgraded continuously, especially if there is a gap in understanding due to differences in information, from the office like this, from the supervisor like this, from friends who participated in training like this, so there is an information gap, there is different information, well so that also requires training conducted by the office or center as well as the ministry so that the information obtained is one-way and that is what is expected”*

In conclusion, the finding highlight the crucial need for comprehensive training needs and additional resources to facilitate the successful implementation of *Kurikulum Merdeka*. Capable professional development programs are required to provide teachers with the necessary skills and knowledge to adapt to *Kurikulum*



*Merdeka*. Furthermore, providing training and resources is crucial to the *Kurikulum Merdeka*'s success and long term sustainability.

## **B. Discussion**

The first research question explores English teachers' perceptions regarding the effectiveness of the *Kurikulum Merdeka* in improving students' language proficiency. According to the findings, English teachers recognized an improvement in students' language proficiency. This indicates that by focusing on the student center learning, there is an increase in students' active participation in the teaching and learning process and the development of students' language proficiency become more increase. Students' active participation in class discussions is key for motivating them, which is consistent with the *Kurikulum Merdeka*'s aims. Additionally, teachers more freedom in deciding materials that suit the interest of their students as in the theory of Ramadhani et al. (2023), this flexibility enables teachers to better develop their classes, resulting in a more interesting learning experience. Teachers noticed this independence improved student enthusiasm while also creating a more engaging and contextually appropriate language learning environment. Then also *Kurikulum Merdeka* liberates teachers' expression of creativity in the classroom as in the theory of Maulida (2022), teachers can create more creative and different learning materials by using a more flexible approach that is focused on the needs and interest of their students. This not only improves students' language proficiency, but also increases teachers' involvement in the teaching process. Last one is learning sources that can be obtained

from anywhere as in the theory of Ramadhani et al. (2023), implementing the *Kurikulum Merdeka* increases students' access to a boarder selection of learning resources, both digital and non digital. Teachers can choose learning material that match the character of students, so that they become more motivated and actively to improve language proficiency.

The second research question explores problems teachers face when implementing the *Kurikulum Merdeka* in English language classes at school. According to the findings, the shift to *Kurikulum Merdeka* creates various problems for teachers. Some of the difficulties is teachers lack sufficient time to create teaching materials, the quality and range of teaching materials offered to students is less than optimal, which may hinder the learning process and comprehension by students. Furthermore, teachers lack information related to the *Kurikulum Merdeka* from the school as in the theory of Falah, Apsari, and Kusumah (2023). Condition of teachers who lack information related *Kurikulum Merdeka* from the school can result in misinterpretation and problems to implementing the curriculum, which then turn impact to teaching effectiveness and student learning result. Additionally, teachers must be able to master Information Technology (IT) as a supporting tool as in the theory of Fitra and Tiarina (2023), some teachers' incapacity to master IT as a supporting tool could affect the efficiency of the learning process and decrease the quality of interaction between teachers and students. Last one is parents who not received information related to the *Kurikulum Merdeka*, parents who are not

knowledgeable about the curriculum may struggle to effectively assist their children at home, which can lead to a lack of enthusiasm in the classroom.

Teachers expressed a high need for training through workshops. This is because teachers are not adequately prepared for implementing *Kurikulum Merdeka*. The workshop will give teachers practical instruments and a better knowledge of the curricular structure. According to the teachers, workshop are needed because many teachers do not understand this curriculum. Teachers also feel that they must continue to upgrade their skills. Teachers need workshop that come directly from the experts. In addition to workshop on the *Kurikulum Merdeka*, teachers also felt that they need training on teachers mindset, because with a good mindset, every time the curriculum changes, teachers will be able to follow the development of the curriculum.

To make sure that the *Kurikulum Merdeka* is effectively and sustainably implemented, all stakeholders must work together to overcome these problems. To make sure that the *Kurikulum Merdeka* is effectively and sustainably implemented, all stakeholders must work together to overcome these problems. Without professional training such as workshops, teachers may difficult to comprehend the *Kurikulum Merdeka* completely and fulfill the requirements of the new curriculum. Addressing this need for comprehensive training is important to *Kurikulum Merdeka*'s successful implementation in English language learning at SMKN 2 Banda Aceh.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings and data analysis, this research could reach the following conclusions to address research questions 1 and 2:

This first research question is investigates English teachers' perceptions of the *Kurikulum Merdeka's* effectiveness in improving students' language proficiency. Interviews and data analysis reveal that four key factors impact students' proficiency: student centered learning encourages students' active participation, teachers more freedom in deciding materials that suit the interest of their students, the *Kurikulum Merdeka* liberates teachers' expression of creativity in the classroom, and learning resources that can be obtained from anywhere. Furthermore, these themes collaborate to provide a more active and adaptable learning environment in which students and teachers are able to explore with various kinds of language learning methodologies. This flexibility allows teachers to modify their teaching approaches to their student's specific requirements, resulting in a more engaging classroom environment. As a result, students not only become more motivated to learn, but also better prepared to develop their proficiency in language as ways that align with their interests. The alignment of curriculum goals with students needs is important in improving language proficiency.

The second research question aims to identify the problems teachers face when implementing the *Kurikulum Merdeka* in English language classes. Four main problems include: teachers lack sufficient time to create teaching materials, teachers lack information related to the *Kurikulum Merdeka* from the school, teachers must be able to master Information Technology (IT) as a supporting tool, and parents who have not received information related to the *Kurikulum Merdeka*. These problems not just limit curriculum implementation, but also have an impact on teachers' ability to give successful classes. Without appropriate time and resources, teachers may struggle to construct learning experiences that are consistent with *Kurikulum Merdeka* goals. Furthermore, a lack of comprehensive curriculum training and knowledge increases teachers' workload, allowing them to explore new methods without enough support. Mastering of Information Technology (IT) is becoming more important as digital technologies play a key role in modern methods of instruction. Additionally, a lack of parental awareness and involvement makes a gap between educational requirements and home support, which can limit the curriculum effectiveness.

Teachers also need training workshop for several reasons: because many teachers do not understand the *Kurikulum Merdeka*, because teachers' abilities need to be continuously upgraded and there should be training but directly from the experts. Moreover, continual professional development is necessary for teachers to keep up with the most recent pedagogical approaches and developments in education. The *Kurikulum Merdeka* fosters flexibility and creativity in teaching, but also challenges

teachers to adjust to new approaches and technologies, which can be difficult without competent guidance.

## **B. Suggestion**

For the government, must actively support the implementation of the *Kurikulum Merdeka* in English language learning by providing training programs, including seminars and workshops, to address specific teacher issues and provide mindset training. The government should allocate resources to encourage innovative learning methods, aligning with the *Kurikulum Merdeka's* goals. Addressing these issues will help create an environment conducive to high-quality education and better student outcomes, especially in terms of language proficiency. This will ensure the effective implementation of the *Kurikulum Merdeka* in English language learning.

For teachers, to enhance the curriculum's effectiveness, teachers can use engaging resources to create an active student centered learning environment. This strategy allows teachers to tailor their teaching methods to students' characteristics needs, resulting in a more successful learning experience. The flexibility provided by this curriculum allows teachers to showcase their creativity and adapt to different learning types, promoting active student participation and higher educational outcomes. Consistent communication with parents is also crucial to ensure everyone understands the curriculum's aims and expectations.

For other research, Future research should explore the *Kurikulum Merdeka* in English language learning at vocational schools. It is important to evaluate English

teachers' experiences with the *Kurikulum Merdeka* and identify problems they face. Case studies from successful schools can provide valuable insights. Additionally, assessing the effectiveness of teacher training programs can provide insights for better teacher support. By addressing these topics, future research can contribute to a better understanding of curriculum effectiveness and make recommendations for continuous development. This will help improve the *Kurikulum Merdeka's* effectiveness in English language learning.



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# APPENDICES

## Appendix A Appointment Letter of Supervisor

**REPUTSIAN DEKAN FAKULTAS TARIKH DAN KEBUDURAN UIN AL-RANIRY BANDA ACEH**  
NOMOR: B-20641-10074/Kp.07/04/2024

**TENTANG:**  
**PENGANGKATAN PEMERIKSAAN SKRIPSI MAHASISWA**

**DENGAN RAHMAT TUHAN YANG MAHA ESA:**  
**DEKAN FAKULTAS TARIKH DAN KEBUDURAN UIN AL-RANIRY BANDA ACEH**

**Mengingat**

- a. bahwa untuk kelancaran kegiatan skripsi mahasiswa pada Fakultas Tarikh dan Keguruan UIN Al-Raniry Banda Aceh maka diperlukan perlu menunjuk pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap telah dan mampu untuk dapat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana tersebut dalam huruf a dan huruf b perlu menunjuk Pembimbing Dosen Fakultas Tarikh dan Keguruan UIN Al-Raniry Banda Aceh.

**Mengingat**

- 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- 4. Peraturan/Prosedur Nomor 14 Tahun 2012, tentang Skripsi dan Laporan Akhir;
- 5. Nomor 27 Tahun 2020 tentang pengesahan Peraturan Badan Layanan Umum;
- 6. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Penyelenggaraan Perguruan Tinggi;
- 7. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan struktur Agama Islam Negeri Al-Raniry Banda Aceh menjadi Universitas Islam Negeri Al-Raniry Banda Aceh;
- 8. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Al-Raniry Banda Aceh;
- 9. Peraturan Menteri Agama RI Nomor 16 Tahun 2020, tentang Statuta UIN Al-Raniry Banda Aceh;
- 10. Peraturan Menteri Agama Nomor 402 Tahun 2001, tentang Penyelenggaraan dan Penyelenggaraan Pendidikan dan Penyelenggaraan PML di Lingkungan Dink RI;
- 11. Keputusan Menteri Keuangan Nomor 26/19/KP.03/2011, tentang penetapan UIN Al-Raniry Banda Aceh sebagai Badan Penyelenggara Agama sebagai salah satu Pemerintah yang menyelenggarakan Pendidikan Tinggi; Layanan Umum;
- 12. Surat Keputusan Rektor UIN Al-Raniry Banda Aceh Nomor 21 Tahun 2018, tentang Pelaksanaan Wewenang Kepala Dosen dan Pembantu Pembacaan di Lingkungan UIN Al-Raniry Banda Aceh.

**MEMUTUSKAN**

**KESATU**

- a. menunjuk Pembimbing:  
**Rita Harahbi, S.Pd., M.Pd.**  
Unsur pembimbing Skripsi

**MEMUTUSKAN**

**KEDUA**

- a. agar pembimbing pembimbing skripsi dapat diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

**KETIGA**

- a. Penugasan sebagai pembimbing skripsi ini ditetapkan pada DIPA UIN Al-Raniry Banda Aceh Nomor SP-DIPA-020.04.2.423829.2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

**KEEMPAT**

- a. Surat Keputusan ini berlaku sejak surat ini ditandatangani.

**KELIMA**

- a. Surat Keputusan ini berlaku untuk jangka waktu ditetapkan dengan ketentuan bahwa apabila terdapat perubahan atau perubahan dan dapat dilakukan sebagaimana tertera, apabila terdapat hal tersebut terdapat terdapat dalam Surat Keputusan ini.

Ditetapkan di: Banda Aceh  
Pada tanggal: 02 April 2024

*[Signature]*  
Rita Harahbi

**Daftar:**

- 1. Dekan Fakultas Tarikh dan Keguruan UIN Al-Raniry Banda Aceh
- 2. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh
- 3. Wakil Dekan Bidang Administrasi dan Umum UIN Al-Raniry Banda Aceh
- 4. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh
- 5. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh
- 6. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh
- 7. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh
- 8. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh
- 9. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh
- 10. Wakil Dekan Bidang Akademik dan Pengembangan UIN Al-Raniry Banda Aceh



Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

6/30/24, 10:53 AM Document



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 Jl. Spantik Abdo Raniif Kopelma Darussalam Banda Aceh  
 Telepon : 0651-7557321, Email : uin@uinaraniry.ac.id

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Nomor : B-4567/Un.08/FTK.1/TL.00/6/2024  
 Lamp : -  
 Hal : *Penelitian Tumbuh Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMK Negeri 2 Banda Aceh

Assalamu'alaikum Wr.Wb.  
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD TAQWALLAH / 200203018**  
 Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
 Alamat sekarang : Tanjung Selamat, Darussalam, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Implementation of Kurikulum Merdeka in English Language Learning at a Vocational School : Teachers' Perspective*

Demikian surat ini kami sampaikan atas perhatian dan kerjasamanya yang baik, kami mengucapkan terimakasih.

Banda Aceh, 09 Juni 2024  
 an. Dekan  
 Wakil Dekan Bidang Akademik dan Kelembagaan.



Berlaku sampai : 31 Juli 2024 Prof. Huseinurrahman, S.Ag., M.Com., Ph.D



Appendix C Recommendation Letter from Dinas Pendidikan to Conduct Field Research


**PEMERINTAH ACEH**  
**DINAS PENDIDIKAN**  
**CABANG DINAS WILAYAH KOTA BANDA ACEH**  
**DAN KABUPATEN ACEH BESAR**  
 Jl. Guesdik H. Abd. Jalil No. 1, Gp. Lamlagang, Kec. Banda Raya, Kota Banda Aceh 21299  
 Telepon (0651) 7599512, Pos- el : cabang.dididik1@gmail.com

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**REKOMENDASI**  
 Nomor: 421.3/G.1/1851 /2024

Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar  
 dengan ini memberikan Rekomendasi kepada :

Nama	: Muhammad Taqwallah
NPM	: 2002203018
Semester/Jurusan	: VIII/Pendidikan Bahasa Inggris
Judul	: The Implementation of Kurikulum Merdeka in English Language Learning at a Vocational School : Teachers' Perspective.

Untuk melakukan penelitian ilmiah dalam rangka penulisan skripsi pada SMK Negeri 2 Banda Aceh, sesuai dengan surat dari Dekan Bidang Akademik dan Kelembagaan Universitas Islam Ar- Raniry nomor : B-4567/Uj.08/FTK.1/TL.006/2024, tanggal 9 Juni 2024.

Demikianlah Rekomendasi ini dikeluarkan untuk dapat digunakan sebagaimana mestinya.

Banda Aceh, 10 Juni 2024  
 Kepala Cabang Dinas Pendidikan  
 Wilayah Kota Banda Aceh dan  
 Kabupaten Aceh Besar,  
  
 Syarifwan Azmi, S.Pd., M.Pd.  
 Pembina-Tingkat I  
 NIP 197305051998031008

  
 جامعة الرانيري  
 A R - R A N I R Y

Appendix D Recommendation Letter from SMKN 2 Banda Aceh of having Conducted Research

 <b>PEMERINTAH ACEH</b> <b>DINAS PENDIDIKAN</b> <b>SMK NEGERI 2 BANDA ACEH</b> <small>Jalan Sultan Malikul Saleh Lhong Raya Kec. Banda Raya Banda Aceh Kode Pos : 23238  Telp (0651) 7559561 Fax. (0651) 7559562  E-mail: smkn2bandaaceh@arranir.ac.id Website: www.smkn2bandaaceh.ac.id</small>		
Nomor	: 422/564/2024	Banda Aceh, 25 Juli 2024
Lamp.	: -	Kepada
Perihal	: Telah melaksanakan Penelitian	Yth. Dekan Bidang Akademik dan Kelembagaan
		Di Tempat
<p>Sehubungan dengan surat dari Cabang Dinas Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar, nomor : 421.3/G.1/1651/2024, tanggal 10 Juni 2024, Perihal : Melakukan Penelitian linniah dalam rangka penulisan skripsi pada SMK Negeri 2 Banda Aceh, sesuai dengan surat dari Dekan bidang Akademik dan kelembagaan Universitas Islam Ar-Raniry Nomor : B-4567/Un.08/PTK.00/6/2024, tanggal 9 Juni 2024 yang tercantum di bawah ini :</p> <p>Nama : MUHAMMAD TAQWALLAH  NPM : 2002203018  Jurusan : Pendidikan Bahasa Inggris</p> <p>Telah selesai melaksanakan Penelitian dengan judul <b>"The Implementation of Kurikulum Merdeka in English Language Learning at a Vacation School : Teachers' Perpecktive."</b>, yang dimulai tanggal 22-24 Juli 2024.</p> <p>Demikianlah surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya dan atas kerjasama yang baik kami ucapkan terima kasih.</p>		
 <p>جامعة الرانيري  <b>AR - RANIRY</b></p>		
 Dekan Sekolah, SMK NEGERI 2 BANDA ACEH Banda Aceh, M. Pd NIP. 19680610 200008 1 002		



## Appendix E Interview Protocol

### Interview Protocol

#### Interview Instrument RQ1:

**Research Topic:** English teachers' perceptions regarding the effectiveness of the *Kurikulum Merdeka* in improving students' language proficiency.

**Instructions:** This interview aims to understand your views as an English teacher about the *Kurikulum Merdeka* and its impact on students' language skills.

#### General Information

Project : The Implementation of *Kurikulum Merdeka* in English Language Learning at a Vocational School: Teachers' Perspective

Time of interview :

Date :

Place : SMKN 2 Banda Aceh

Interviewer : Muhammad Taqwallah

Correspondent :

Current grade level taught :

#### Part 1: Experience with *Kurikulum Merdeka*

1. How long have you been using *Kurikulum Merdeka* in teaching English?
2. In your opinion, what are the fundamental differences between *Kurikulum Merdeka* and the previous curriculum in terms of teaching English?

#### Part 2: Perceptions of the Effectiveness of *Kurikulum Merdeka*

3. In your opinion, to what extent is the *Kurikulum Merdeka* effective in improving students' abilities in the following aspects?
  - Speaking ability :
  - Listening skills :
  - Reading skills :
  - Writing skills :

4. Have you seen any changes in students' learning motivation since the implementation of the *Kurikulum Merdeka*? If yes, explain the changes and how *Merdeka Curriculum* affects student learning motivation.
5. Overall, in your opinion, what are the advantages and disadvantages of the *Kurikulum Merdeka* in terms of improving students' English language skills?

### **Interview Instrument RQ2:**

**Research Topic:** Problems faced by teachers when implementing *Kurikulum Merdeka* in English classes at school

**Instructions:** This interview aims to understand the problems you face as an English teacher in implementing the *Kurikulum Merdeka* in the classroom.

#### **Part 1: Problems**

1. What do you think are the biggest problems you face in implementing the *Kurikulum Merdeka* for teaching English?
2. Can you tell us about your experience facing one of these problems? How did you overcome or get around it?
3. Do you feel the need for additional training or resources to support the implementation of *Kurikulum Merdeka*? If so, what kind of training or resources do you need.
4. Apart from the problems you mentioned earlier, are there any other problems originating from external factors, for example from students, schools, or parents, that complicate the implementation of the *Kurikulum Merdeka*?
5. How do these problems affect the English learning process in your class?

#### **Part 2: Suggestions and Expectations**

6. Are there any suggestions that you would like to convey to curriculum makers or related parties regarding the implementation of *Kurikulum Merdeka* or to overcome its problems in English language learning?
7. Are there any expectations that you would like to convey regarding the development of the *Kurikulum Merdeka* or with its support to facilitate classrooms in the future?

#### **Closing**

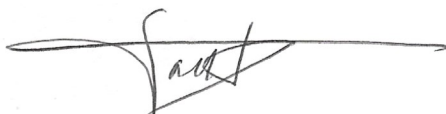
Thank you for your willingness to participate in this interview.

## AUTOBIOGRAPHY

1. Name : Muhammad Taqwallah
2. Place/Date of Birth : Banda Aceh/07 Januari 2002
3. Sex : Male
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Gang Indiser 1, Tanjung Selamat, Kec. Darussalam,  
Kab. Aceh Besar
7. Email : [200203018@student.ar-raniry.ac.id](mailto:200203018@student.ar-raniry.ac.id)
8. Occupation : Student of Department of English Language  
Education, UIN Ar-raniry
9. Parents
  - a. Father's Name : Balya
  - b. Mother's Name : Yuli Wahyuni
  - c. Father's Occupation : Civil Servants
  - d. Mother's Occupation : Housewife
  - e. Address : Gang Indiser 1, Tanjung Selamat, Kec. Darussalam,  
Kab. Aceh Besar
10. Educational Background
  - a. Elementary School : SD IT Al-Azhar Banda Aceh (2008-2014)
  - b. Junior High School : MTsN 4 Banda Aceh (2014-2017)
  - c. Senior High School : MAS Darul Ihsan (2017-2019)  
MAN 4 Aceh Besar (2019-2020)
  - d. University : Department of English Language Education,  
*Fakultas Tarbiyah dan Keguruan UIN Ar-raniry*

Banda Aceh, 20 Juli 2024

The writer,



Muhammad Taqwallah